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provinces of his subject, because of the great risks he will run there of making, if not positive blunders, at least incomplete statements. The specialists will catch him out, and though the point may be an utterly trivial one, he will have been caught out and that discredits the historian excessively. But the teacher's concern is primarily with the taught and with giving them a view of their universe as a whole. It is only after undergoing such comprehensive teaching that a student should be handed over to learn, by example and participation in some definite specialization of study, the finer precisions.

"The modern community has yet to develop a type of teacher with the freedom and leisure to make a thorough and continuous study of contemporary historical and other scientific knowledge in order to use these accumulations to the best effect in general education. Because this is work for teachers and not for historians. The insufficient number of teachers we maintain are kept closely to the grindstone of actual lesson-giving. Perhaps a time will come when, over and above the professors and teachers actively in contact with pupils and classes, there will be a considerable organization of educationists whose work will be this intermediate selection and preparation of knowledge for educational purposes. But in Britain at any rate there are no signs of any development of this broader, more philosophical grade of teacher. The British universities have no philosophy of education and hardly any idea of an educational duty to the community as a whole. At the Reformation they became, and they have remained to this day, meanly and timidly aristocratic in spirit. The typical British university don has little of the spirit that would tolerate and help these master teachers we need. He would not suffer them; he would be jealous of them and spiteful towards them."—*H. G. Wells, Yale Review.*

SANITY AS RELATED TO ATHLETICS.—"One is perfectly safe in saying that intercollegiate athletics are not conducted for one's health. Health is considered only in so far as it is conducive to winning. In fact many of the fundamental rules of health are flagrantly violated by the coach. It is not a question of how much work Brown should do, but of how much work Brown can stand. The man who has just recovered from a severe case

of tonsillitis or influenza is put into the game just as quickly as the coach dares. It is a question of his value to the team, and not a question of injury to himself. No man should be allowed to participate on his team after a severe illness, without a physician's certificate. Many coaches will play a man, knowing he has a weak heart or kidneys, providing the player himself will assume responsibility for accident. This is where the interests of the team are greater than that of health or even of life itself.

"... Most coaches are not educators; they are simply coaches. Some, it is true, would be educators, if they were allowed to be. They are continually being overwhelmingly impressed with the idea that they must produce winning teams. Thus they of necessity become narrow and see but one very small phase of the field of physical education. Most coaches either consciously or unconsciously instill within the athlete a feeling of contempt for the so-called gymnasium work. This is often due to the fact that they have been brought up on athletics alone and have no conception of the broad educational scope of a general program of physical education.

"... No one school can expect to win all the time. This is not according to the law of averages. It is not generous; it is hoggish. One institution cannot expect to retain athletic supremacy continuously. What it can do others will do. It would be far better for us to get the Englishman's point of view; to play for the sake of education, healthy competition, and fun; to play as hard and as honestly as possible and try to win, and, if defeated, to say that the best team won after all, and that we had an enjoyable and profitable time in the bargain. Such a philosophy has made the Englishman the best sport in the world." *P. K. Holmes, Educational Review.*

THE PROFESSOR ON BEHALF OF HIS PROFESSION.—"It is a matter of common knowledge that the scholastic training and the intellectual ability of the recruits in the teaching profession are much lower to-day than they were a few years ago. In one of the strongest of the state universities, where one hundred and fifty-five men were appointed to the teaching staff at the opening of the